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ABSTRACT

A study aimed to establish baseline data about where, when, what, how, to whom, and by whom preservice vocational teacher education is provided so that more informed decisions can be made in the current climate of educational reform. Usable data, collected through two questionnaires, were provided from 78 colleges and universities and from 633 vocational teacher educators. The institutional questionnaire was used to obtain information from institutions that provide preservice vocational teacher education about the characteristics of their institutions, characteristics of their teacher education program, the requirements for student entrance and exit, and the respondents' perspectives on any educational reform taking place at the institution. The teacher questionnaire collected data from professors of vocational teacher education on their demographic and professional characteristics, occupational experiences, education experiences, time spent on professional activities, future plans in higher education, and courseload and advising duties. In addition, the teachers were asked to describe any recent important changes in vocational teacher education at their institutions. Among other findings, the data indicate that the typical teacher educator is white, male, a full professor, tenured, 49 years old, earning $35,745 for 9 months' employment, and that he earned a doctoral degree in vocational education in vocational education 14 years ago. It was also found that of the 20 universities awarding such degrees, the largest percentage was awarded by Ohio State University. (The document contains 14 tables and 1 figure.) (CML)

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THE TEACHERS OF VOCATIONAL EDUCATION TEACHERS

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A paper presented at the annual convention of the American Vocational Association, Orlando, Florida, December 4, 1989

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Foreword

The data and related information reported in this paper are a preliminary subset of a larger data base on vocational teacher education currently being created under a project funded at Virginia Polytechnic Institute and State University by the National Center for Research in Vocational Education, The University of California at Berkeley (NCRVE). The primary purpose of the project is to provide baseline data from which more specific and informed studies of teaching and teacher education in vocational education can be launched. The results of this descriptive study are intended to overcome the present lack of knowledge about where, when, what, how, to whom, and by whom vocational teacher education is provided.

Data and information provided in this paper are primarily about the professors of vocational teacher education: their demographics, occupational experience, education experiences, academic productivity, and future plans. The data are preliminary; they are subject to further verification, analysis, and review prior to official publication. Thus, the data reported herein are not to be cited without permission of the author and/or the NCRVE.

It is envisioned that these and other data (e.g., about institutional and administrative characteristics, specific vocational program characteristics, enrollment trends, and curriculum and instruction) from the larger data base will be published by the National Center in 1990.

Introduction

Criticism of American education in the 1980s has been severe. Besides A Nation at Risk, over 30 major reports have focused on the poor performance of students and the quality of schools, curricula, and teachers. Although teacher education programs were often implicitly or explicitly held accountable for many of the perceived failures of public education, the early education reports focused primarily on reform of the curriculum for elementary and high school students.

However, in 1986, with the release of reports from the Holmes Group and Carnegie Forum on Education and the Economy, a shift in the quest for excellence became evident. These teacher education reform reports helped to provide the impetus which resulted in significant changes in teacher education and state-required certification, beginning in the mid 1980s. Various surveys and data sets indicate that 46 states initiated over 1,000 pieces of legislative action to reform teacher education and certification policies (Darling-Hammond & Berry, 1988; Sandefeur, 1986).

Teacher education seemingly has moved to the center stage of the education reform movement based on the perception that school improvement must begin with the upgrading of teacher quality. This "second wave" of reform has focused primarily on relatively quantifiable measures; e.g. teacher test scores, subject-matter credit or degree requirements, hours or weeks of required clinical experiences, and so forth (Lynch & Griggs, 1989).

Unfortunately, few of the reform mandates seem to be based on any substantive body of research or knowledge base. In fact, little research has been conducted on teacher education. Lanier & Little (1986) stated, "research on teaching teachers stands in stark contrast to research on teaching youngsters." This seems surprising in that teacher education programs comprise a relatively large percentage of enrollments at over 70% of our nation's colleges and universities. Over 1,200 institutions of higher education engage in teacher education, and both undergraduate and graduate programs in education units serve substantial percentages of these institutions' students. For example, 12% of the full-time undergraduate enrollment at baccalaureate-level institutions and 33% of the graduate enrollment at master's-level institutions are in education. At doctoral-level institutions, 8% of the full-time undergraduate, 14% of the full-time graduate, and 26% of the part-time graduate students are in education units (American Association of Colleges for Teacher Education, 1987). Furthermore, most teachers are trained in public, graduate-level institutions of which 73% are accredited by NCATE (Kluender, 1984). Thus, it would appear logical that research about teacher education would be strongly emphasized because of the large members of students involved and the apparent commitment to teacher education from research-oriented colleges and universities.

Numerous explanations have been postulated for the dearth of research in teacher education, including the difficulty in defining a teacher educator and the teacher education population (Ashburn, Mann, Barrett, & Schneiderman, 1988). It has also been cited that research in teacher education is less salient than other lines of education inquiry or that it has been--and may always be--an ancillary (i.e., relatively unimportant) activity (Lanier & Little, 1986; Troyer, 1986; Lynch, 1988). Troyer (1986) even went so far as to say, "perhaps we fear that common criticisms of teacher educators will be substantiated, or that additional criticisms will be forthcoming as a result of new findings" p. 6. Perhaps a more plausible explanation is that teacher education hasn't had to produce research about its philosophy or mission, curricula, students, professors, standards, methods, etc.--in effect, measures of its effectiveness--until so demanded by or implied through the education reform reports.

While the body of research on teacher education in general tends to be limited, research and data on vocational teacher education seems to be practically nonexistent. Even the recent research efforts initiated to gain a better understanding of teacher education and teacher educators have not included or have failed to segment out data specific to vocational teacher education. Without good data, there is not good information on which to base policy and teacher education reform decisions.

Thus, the primary purpose of this study was to provide baseline data on preservice vocational teacher education programs. Data were gathered across the same dimensions from many colleges and universities which offer vocational teacher education. The results of this descriptive study presented herein are intended to overcome the present lack of knowledge about where, when, what, how, to whom, and by whom vocational teacher education is provided. The data provide information which should help better inform and guide the providers and pertinent decisions makers on improving vocational teacher education within a context of education reform. The data should also be used as a basis from which to launch more specific and informed studies of teaching and teacher education in vocational education.

Method

Objectives for collecting the data were drawn from contemporary literature citing the need for accurate, reliable information on which to base reform in vocational teacher education. The most perplexing problem was initially deciding which data were most important to obtain. As discussed by Yarger (1989), balancing a desire to know a great deal about teacher education with a recognition that respondent burden can seriously affect the completeness and quality of the data force data gatherers to make many very difficult choices.

The conceptual frameworks and instruments from the American Association of Colleges of Teacher Education's study, Research About Teacher Education (RATE); John Goodlad's study, Studying the Education of Educators; and the National Center for Education Statistics' study, School and Staffing Survey were reviewed for relevance and adaptability for purposes of this study. Personal or telephone discussions were conducted with researchers on each of these projects to help further conceptualize the instruments and data gathering system for the vocational teacher education study reported herein.

Instrumentation

Two survey instruments were used to collect data: an Institutional Questionnaire and a National Survey of Professors of Vocational Teacher Education. A draft of the instruments was developed for review and input from an Advisory Committee established to consult on this project. Improvements and adjustments were made in the substance and format of this instrument as a result of the review by the Advisory Committee. Additional reviews of the instruments were completed by teacher educators in the Divisions of Vocational and Technical Education and Curriculum and Instruction at Virginia Polytechnic Institute and State University.

The Institutional Questionnaire solicited data in three broad categories: institutional characteristics, vocational teacher education program characteristics, and student admission and exit requirements. A final open-ended question was included to obtain some initial perspective of any education reform measures now taking place in vocational teacher education at that institution. The National Survey of Professors of Vocational Teacher Education instrument obtained data on the teacher educators' demographic and professional characteristics, occupational experiences, education experiences, time spent on professional activities, future plans in higher education, and undergraduate and graduate courseload and advising. In an open-ended question, professors were asked to describe any important, recent changes in vocational teacher education at their college or university emanating from education reform movements.

Population

There is not a published, comprehensive listing of all vocational teacher education programs and faculty at colleges and universities in this country. However, directories are published for specific program areas by government personnel or professional organizations. The project staff reviewed the following directories to create a comprehensive listing of all vocational and technical teacher education programs in this country: (a) Directory of Teacher Educators in Agriculture, 1988-1989, compiled by David C. Whaley, California State Polytechnic University, Pomona; (b) Directory of National Association of Business Teacher Education Member Colleges and Universities,

Business Education Forum, December, 1988; (c) Directory of Teacher Educators with Supervisory Responsibility for Health Occupations Education programs, compiled by Catherine B. Junge, U.S. Department of Education, December 1988; (d) 1988 National Directory of the Home Economics Division of The American Vocational Association--Institutions, Degree Data, and Personnel, compiled by Susan F. Weis and Dorothy Pomraning; (e) Teacher Education Personnel for Marketing Education, compiled by Edwin L. Nelson, U.S. Department of Education, October, 1988; (f) Vocational Special Needs Teacher Education Directory, 1987; and (g) Industrial Teacher Education Directory--Institutions, Degree Data, and Personnel, 1988-89, edited by Ervin A. Dennis for the Council on Technology Teacher Education and the National Association of Industrial and Technical Teacher Educators.

Information commingled from these various directories yielded a total of 432 colleges or universities purporting to offer one or more preservice vocational teacher education programs. According to information gleaned from these directories, there were 92 programs in agricultural education, 237 in business education, 31 in health occupations education, 267 in home economics education, 89 in marketing education, 99 in vocational special needs, 178 in technology education (industrial arts), and 120 in trade and industrial education. All 50 states, The District of Columbia, Guam (at the Guam Community College), and Puerto Rico offer at least one college or university vocational teacher education program.

An a priori decision was made not to attempt to survey all 432 colleges and universities purporting to have a vocational teacher education program. Rather, those colleges and universities in any of the states that were listed in directories as providing four or more of the seven traditional specialized program areas of vocational education: agricultural education, business education, health occupations education, home economics education, marketing education, technology education (industrial arts), or trade and industrial education were included in the survey. Institutions were also surveyed if they offered at least three of the traditional vocational subject areas and a program to prepare vocational teachers to work with special populations. Although an arbitrary cut-off point for purposes of this study, the offering of at least four traditional vocational teacher education programs is also one of the requirements for admission into the University Council on Vocational Teacher Education and is considered by the UCVE to be an important criteria in determining a college or university's commitment to vocational teacher education.

A total of 112 institutions in 43 states meet this criteria. However, due to a clerical error, 109 colleges and

universities comprised the population for this study.*

Data Collection

Several measures were taken to enhance participation and to reduce respondent burden. An explanation of the project was first mailed to heads of vocational education units at each of the 109 colleges and universities. The department/unit heads were then telephoned by a research staff member to (a) further explain the purposes for the study, (b) verify or correct information obtained from the various teacher education directories, (c) identify a contact person--or research representative--at that institution who would coordinate data gathering efforts, and (d) establish additional parameters for data collecting, such as timelines, numbers of instruments to mail, who should complete faculty surveys, and so forth.

Administrators at ten colleges and universities indicated that they did not have vocational teacher education programs, or graduate/completer productivity was so low as to render the program practically nonexistent, or that there was not a commitment to vocational teacher education. Thus, these administrators declared their college or university unqualified to participate. One university was phasing out its vocational teacher education programs. Therefore 98 institutions were actually mailed the research materials.

The research representative at each institution was mailed a cover letter, procedures for completing professors' survey, procedures for completing the institutional questionnaire, coding forms, and information on how to return the materials. They were also asked to have college or university catalog(s) mailed to the research staff. Faculty responses were returned in sealed envelopes to protect confidentiality.

Researchers at Virginia Tech collected and verified data from responding institutions and vocational education faculty during spring and summer of 1989. If necessary, research representatives were telephone contacted and/or college or university catalogs were reviewed to follow-up, clarify, or verify data. Institutional and faculty data were received from 78 colleges and universities, nearly 80% of those declaring their institutions eligible to participate. A total of 742 faculty

*Note: It was originally recorded that California State Polytechnic Institute at Pomona and California State University at Los Angeles each had only two vocational teacher education programs and that the University of Northern Iowa had three; therefore, rendering them ineligible for this study. Subsequent analysis indicated that the two California schools each had four vocational teacher education programs and that the University of Northern Iowa had five. However, the recording error was discovered too late to collect and analyze data from these three universities.

responded; 633 indicated they were involved with preservice professional preparation of vocational education teachers. The data reported herein are therefore based on responses provided by 78 colleges and universities and obtained from 633 vocational education teacher educators.

Data Analysis

Data are reported using measures of central tendency by category or interval. Computer analyses were performed using selected subprograms of the data base management program, dBase III. Numbers in the tables may not add up to 633 due to respondents' failure to answer all questions. Figures presented may not always add up to 100 percent due to rounding. Where appropriate and seemingly important, incomplete data or numbers not totalling to 633 faculty are reported.

FINDINGS

A total of 742 college and university faculty members returned the National Survey of Professors of Vocational Teacher Education questionnaire. Of this total number of responses, 633 reported they were involved with the professional preparation of preservice vocational education teachers. By survey definition faculty in preservice vocational teacher education programs typically teach courses such as methods, curriculum, foundations, philosophy, lab management or cooperative education, and/or supervise student teachers. Preservice vocational teacher education was defined as any program designed to prepare students for first-time teaching and/or initial licensing in a vocational education subject. Typically, preservice students are in undergraduate programs; however, some may already have an earned baccalaureate degree, some may have taught other subjects, and some may have the equivalent of college-level preparation acquired through work experience. The common factor in a preservice teacher education program for purposes of this study is that all students enrolled are preparing to begin to teach in a vocational education subject at the secondary, postsecondary, or adult level. Of the 742 respondents, 109 faculty members indicated they did not teach in a preservice teacher education program. Therefore, the data reported herein are based upon 633 responses.

Demographics

The vocational teacher education professoriate is approximately 71% male and 29% female. The average age is about 49-years-old with a range from 25- to 69-years of age. The faculty are predominantly white (91%); with a small number of Blacks (6% of the total), and other minorities (about 3.5% of the total). Table 1 summarizes these data by gender and ethnicity.

Of the 630 who indicated their faculty status, 38% are professors; 30% are associate professors, 22% are assistant

professors, and 9% are instructors or lecturers. An additional 1% indicated "other," and then provided a variety of titles, such as visiting instructor, adjunct, research associate, and field resource associate. Data for rank and gender are provided in Table 2. Nearly all (620 or 98%) are employed full-time; only 11 (2%) are employed part-time.

Table 1

Gender, Age, and Ethnicity of Vocational Teacher Educators

Ethnicity	Male			Female		
	No.	% of Total	Av. Age	No.	% of Total	Av. Age
White	406	65.0%	49.5	165	26.0%	46.5
Black	21	3.0%	48	14	2.0%	49.5
Asian or Pacific Islander	7	1.0%	54	2	.3%	52.5
American Indian or Alaskan Native	2	.3%	45.5	2	.3%	40
Hispanic	4	.6%	45.5	0	--	--
Other	6	1.0%	43	0	--	--
Total	446	70.9%		183	28.6%	

Note: N = 629.

Over 68% (n = 431) of the vocational teacher educators are tenured. Eighteen percent (n = 115) are nontenured, but on a tenure line. Seven percent (n = 47) are nontenured, but consider themselves "reasonably" secure. Six percent (n = 37) are ineligible for tenure (i.e., on restricted contracts).

The average 9-month salary for full-time vocational teacher educators is $35,745.18. This is based on salary figures provided by full-time faculty, converted to a 9-month base for those holding 10-, 11-, and 12-month appointments. The 9-month equivalent salary ranges were from a low of $11,700 to a high of $67,700. In Table 3, 9-month equivalent salary figures are reported by rank and gender. There are 326 faculty members employed on a 9-month basis and 197 on a 12-month base. In addition, 4 respondents indicated they were employed for 8 months, 40 for 10 months, and 10 for eleven months. Forty-three did not report any salary information, and 72 did not provide a specific salary figure. In Tables 4 and 5, actual reported average

Table 2

Faculty Rank and Gender of Vocational Teacher Educators

	Male		Female	
	No.	% of Total	No.	% of Total
Professors	202	32%	35	6%
Associate Professors	135	21%	53	8%
Assistant Professors	81	13%	59	9%
Instructors, Lecturers, or Equivalent	25	4%	29	5%
Other	2	-	7	1%
Total	445	70%	183	29%

Note: N = 628.

Table 3

Salaries by Rank and Gender for Vocational Teacher Educators (9-month actual or equivalent)

	Male		Female	
	n	Av. Salary	n	Av. Salary
Professor	183	$43,030	27	$40,100
Associate Professor	124	$36,003	44	$35,973
Assistant Professor	69	$29,759	53	$28,897
Instructor, Lecturer	21	$22,718	24	$19,986
Other			6	$17,736
Average, all ranks	397	$37,454	154	$31,044
Average, all ranks, both genders		$35,745		

Table 4

Salaries by Rank and Male Gender for Vocational Teacher Education (9-month and 12-month actual)

Rank	MALE			
	No. on 9-month Employment	Av. Salary	No. on 12-month Employment	Av. Salary
Professor	97	$43,858	71	$57,216
Associate Professor	69	$36,275	44	$46,830
Assistant Professor	44	$30,067	22	$38,454
Instructor, Lecturer, Equivalent	7	$21,221	12	$20,283

Table 5

Salaries by Rank and Female Gender for Vocational Teacher Education (9-month and 12-month actual)

Rank	FEMALE			
	No. on 9-month Employment	Av. Salary	No. on 12-month Employment	Av. Salary
Professor	14	$41,974	9	$54,066
Associate Professor	30	$37,412	9	$43,878
Assistant Professor	34	$30,006	15	$34,666
Instructor, Lecturer, Equivalent	12	$23,821	5	$23,400
Other	2	$18,750		

salary figures are provided for those on 9- and 12-month appointments by rank and gender.

Nearly 84% of the vocational teacher educators have a terminal degree: 284 have completed a PhD, and 255 have completed an EdD. In addition, 14% (n = 85) have completed a master's degree. Four respondents, less than 1%, hold less than a master's degree.

Fifteen respondents had completed their highest earned degree in 1988; one person had earned a terminal degree 38 years ago. The average person had completed his or her highest earned degree nearly 14 years ago. In Table 6, data on the recency for the highest earned degree of vocational teacher educators are synthesized and reported for 5-year intervals.

Table 6

Year Since Receiving Last Degree

Five Year Intervals	No.	% of Total
1 - 5	92	15%
6 - 10	120	20%
11 - 15	125	21%
16 - 20	162	27%
21 - 25	84	14%
26 - 30	19	3%
31 - 35	5	1%
36 - 40	2	
Total	609	100%

Note: M = 13.93. SD = 7.18.

As depicted in Table 7, 20 universities awarded 65% of all of the highest degrees earned by respondents to this study. The Ohio State University awarded 10% of all the latest degrees earned by vocational teacher educators. The concentration or major area of study for 23% of all respondents was identified as either "vocational education," "occupational education," or "comprehensive vocational education." Major areas of concentration for vocational education faculty are reported in Table 8.

Table 7

Universities Awarding Highest Degree Earned by Vocational Teacher Educators

University	No. of Degrees	Percent
Ohio State University	64	10%
Penn State University	36	6%
University of Minnesota	33	5%
University of Missouri	32	5%
Iowa State University	27	4%
University of Illinois	26	4%
Oklahoma State University	24	4%
Virginia Polytechnic Institute and State University	20	3%
University of Northern Colorado	15	2%
Michigan State University	14	2%
Southern Illinois University	13	2%
Texas A&M University	13	3%
Oregon State University	12	2%
University of Georgia	11	2%
Indiana University	11	2%
University of Tennessee	11	2%
Temple University	11	2%
Cornell University	10	2%
University of Maryland	10	2%
Purdue University	10	2%

Table 8

Major Area of Study for Highest Degree Earned

Degree Earned	No.	Percent
Vocational Education	145	23%
Agricultural Education	86	14%
Trade & Industrial Education	63	10%
Business Education	62	10%
Home Economics Education	48	8%
Curriculum	29	5%
Technology Education	26	4%
Administration	18	3%
Secondary Education	14	2%
Higher Education	11	2%
Adult Education	7	1%
Marketing Education	7	1%
Research	7	1%
Others	107	16%

Note: N = 630

Occupational Experience

The literature in vocational education related to vocational teacher preparation and certification often discusses recommendations or requirements for business and industry paid occupational experience. In nearly all states, paid business and industry experience is required for state teacher certification in some vocational education subject areas (e.g., trade and industrial education and marketing education) or specific skill areas within subject areas (e.g., child care within home economics education or cooperative office education within business education). The specific requirements, the inherent occupational assessment or testing, and even the terminology used varies considerably among states and among vocational program areas (Lynch & Griggs, 1989). But if little is known about the occupational experiences of vocational education teachers, even less is known about the occupational experiences of the teachers of vocational teachers. Thus, respondents to this study's professors' survey were asked to list the occupational title for all paid business and industry experience, the approximate number of hours worked in each occupation, and the years in which the work occurred.

Over 81% (n = 514) of the teacher educators reported they had worked in at least one occupational area for an average of

5,193 hours--or an equivalent of over 2½ years of full-time employment. Nineteen percent (n = 129) did not respond to the question or indicated they had not completed any paid business or industry experience.

Also, 62% (n = 395) had worked in a second occupational area, averaging 3,983 hours--nearly two years of equivalent full-time employment in this area; 41% (n = 259) worked in three areas, averaging 3,889 hours in the third occupational area; 24% (n = 152) worked in four areas averaging 3,763 in the fourth occupational area; and 12% (n = 73) worked in a fifth occupational area, averaging 3,688 hours in that area. The years for the experience varied considerably ranging from the mid 1930s through 1989.

Education Experience

The full-time faculty responding to this survey had worked in higher education for more than 16 years, nearly 13 of which had been completed at the institution in which they were currently employed. The range of experience in higher education was from one to 41 years. These data are reported in Table 9 by five-year intervals. The numbers of years of experience at their current institution are reported in Table 10 by five-year intervals.

Table 9

Years of Employment in Higher Education

Five-Year Intervals		% of Total
0 - 5	84	14%
6 - 10	94	15%
11 - 15	101	16%
16 - 20	140	23%
21 - 25	119	19%
26 - 30	51	8%
31 - 35	20	3%
36 - 40	6	1%
41	2	
Total	617	99%

M = 16.18. SD = 8.50.

Table 10

Years of Employment at Current Institution

Five Year Intervals	No.	% of Total
0 - 5	166	27%
6 - 10	97	16%
11 - 15	108	18%
16 - 20	126	20%
21 - 25	83	13%
26 - 30	24	4%
31 - 41	13	2%
Total	617	100%

M = 12.93. SD = 8.29.

Of the 620 full-time vocational teacher educators responding to this study, 75% have experience as secondary teachers, 35% as adult teachers, 25% as postsecondary teachers, 19% as middle school teachers, and 4% as elementary teachers. These figures, along with the average years experience in each of the positions, are reported in Table 11. In addition, 84 respondents (13%) indicated they had part-time experience as adult education teachers, 12 (2%) had part-time experience as postsecondary teachers, and 10 (2%) had part-time experiences as middle school teachers. In addition to teaching experience, 26% of the respondents reported administrative experience as a department head, 10% as a state department of education supervisor, and 8% as a vocational director. The number and average years of experience as nonuniversity administrators are reported in Table 12.

Table 11

Nonuniversity Teaching Positions Held by Vocational Teacher Educators

Position Held	No.	% of Total	Avg. # of Yrs.	SD on Yrs. of Experience
Secondary Teacher	462	75%	5.64	4.15
Adult Teacher	215	35%	5.60	6.21
Postsecondary Teacher	153	25%	9.05	8.31
Middle School Teacher	117	19%	3.01	2.50
Elementary Teacher	24	4%	2.88	2.15
Counselor	26	4%	5.37	6.75

N = 620.

Table 12

Nonuniversity Administrative Positions Held by Vocational Teacher Educators

Position Held	No.	% of Total	Avg. # of Yrs.	SD on Yrs. of Experience
Department Chair	160	26%	6.06	4.67
State Department of Education Supervisor	64	10%	4.2	3.49
Vocational Director	48	8%	4.20	3.49
Principal/Assistant Principal	33	5%	2.76	2.03
Superintendent/Assistant Superintendent	11	2%	5.55	3.14
Other[a]	66	11%	5.49	6.34

N = 620.

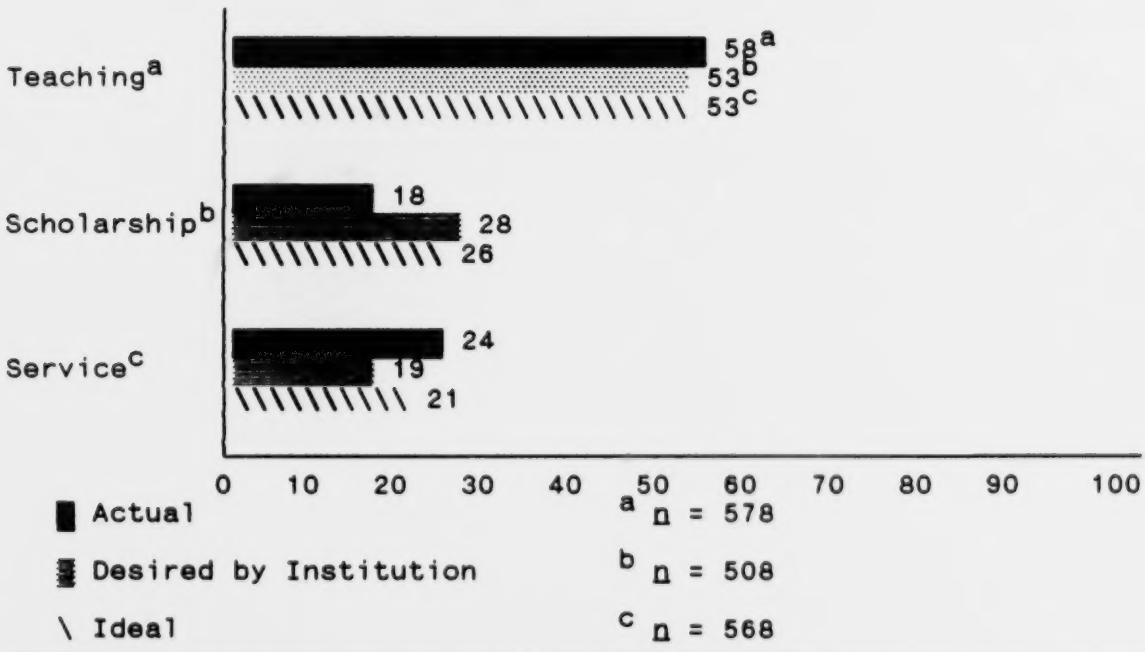
[a] = Many positions identified, including Dean, Coach, Consultant, Cooperative Education Coordinator, Curriculum Specialist, Training Specialist, Research Specialist, Substitute Teacher.

Academic Productivity

Academic life is traditionally divided among teaching, scholarship, and service, areas that were examined in this study. The results are summarized in Figure 1. Vocational teacher educators spend an average of 58% of their time in teaching, 18% in scholarship, and 24% in service. Their university desires that they spend about 53% of their time in teaching, 28% in scholarship, and 19% in service. The professors would like to spend 53% of their time in teaching, 26% in scholarship, and 21% in service. Thus, faculty spend considerably more time in service and teaching and considerably less on scholarship than either they or their university desire.

Figure 1

Percentage of Time Allocation to Teaching, Scholarship, and Service by Vocational Teacher Education



It should be noted that there was wide variance on the responses to information requesting time allocation. For example, only three reasons reported that they did not teach; however, 73 persons responded that they spend no time on scholarship, and 33 persons reported no time spent in service. Interesting, too, is the fact that 62 respondents indicated that they'd really like to spend no time on scholarship; nearly 25% of the respondents indicated they'd like to spend 10% or less time on this area of academic life.

During a typical week, faculty reported spending fifty hours on the job. Approximately 27 hours are spent in instruction and clinical supervision, 13½ hours on service, 7½ hours on scholarship, and 2 hours on consulting or commercial publications. These data and descriptors for professional activities are provided in Table 13. Again, however, it should be noted that there was considerable variance in the data. For example, only 5 persons responded no time spent on teaching; however, 182 (over 30% of those responding to this question) indicated they spent no time on inservice, 247 (over 41%) reported no time spent on clinical supervision, 89 (15%) spent no time on research, and 289 (47%) reported no consulting or commercial publication activity.

Over 69% of all faculty responding to this survey taught an average of 3.3 undergraduate vocational pedagogy courses during 1988-1989 academic year. Nearly 50% of the respondents taught undergraduate major or subject-matter courses during the academic year, on an average of four such courses. Nearly 49% of the respondents taught an average of two graduate pedagogy courses during the academic year. The teaching productivity is considerably less for summer school. It appears as though less than one-third of the faculty are involved with summer school teaching.

Future Plans

For the most part, the vocational teacher education faculty appear to be relatively stable for the next five years. As shown in Table 14, 71% expect to continue working as a faculty member at the college or university in which they are currently employed. Only 4% plan to seek a faculty position at another institution, 7% plan to seek a position in higher education administration, and 1% plan to seek employment in business and industry. Eleven percent plan to retire within five years.

Table 13

Hours Per Week Distribution for Vocational Teacher Education

Professional Activity	Hours per week
Instruction (preparing for classes, teaching classes, supervising shops or labs, advising students in my office, grading)[a]	23
Inservice education with teachers on site in public schools, community colleges, or vocational centers (demonstration teaching, workshops, consultation)[b]	4
Clinical supervision (on-site supervision of student teachers, occupational experience students, early clinical experiences)[c]	3.9
Scholarship/Research/Noncommercial Writing (conducting research projects, writing for journals, presenting research results at meetings, collaborating on research activities)[d]	7.5
Other Service (participating in college or university committees, handling routing administrative tasks and paperwork, advising student groups)[e]	9.4
Consulting/Commercial Publication (earning supplemental pay for textbook writing, seminars, workshops, service on boards)[f]	2.2
Total	50.0

[a] n = 596; [b] n = 416; [c] n = 352; [d] n = 509; [e] n = 578; [f] n = 312.

Table 14

Future Plans of Vocational Teacher Educators

Personal Expectation	No.	% of No.
Remain as a faculty member at present institution	449	71%
Seek faculty position at another institution	28	4%
Seek position in higher education administration	47	7%
Seek position in business and industry	7	1%
Retire	67	11%
Other (e.g., secondary school system, consulting, undecided, keep options open, business ownership	33	5%
Total	631	99%

Discussion

Data provided in this paper describe the typical professor of prospective vocational education teachers. The overall composite--or profile--of the vocational teacher educator is that he is a white male, probably a full professor, tenured, 49 years old, earns $35,745 for nine-months employment, and earned a doctoral degree in vocational education 14 years ago--perhaps from the Ohio State University. Our typical professor had the equivalent of about 4½ years of paid employment in at least two positions in business and industry. He had 5½ years experience as a secondary teacher and either full- or part-time experience as an adult education instructor. He has been working in higher education for 16 years; 13 at the college or university where he is presently employed. He tends to be very busy, spending 50 hours each week on his job: 58% of the time in teaching, 24% in service, and 18% in scholarship. His university prefers that he spend more time in scholarship and less time in service activities. Our teacher educator typically teaches three undergraduate and two graduate vocational pedagogy courses each year. It is also likely that he teaches subject-matter courses.

Apparently, the professor likes his job; he plans to remain in it, at least for the next five years.

At this particular point in time, meaningful discussion beyond the above analysis is difficult. Were there surprises? Perhaps. For example, based on commentary at vocational education conferences and occasional speculation in the literature, one might assume that the teacher education professoriate would be older, more female (because of the large number of programs in home economics and business education), not as well educated, without significant experience in the public schools and with adult education, and without sufficient occupational experience in business and industry. The lack of relative attention to (and interest in) scholarship was also surprising, given the tripartite mission of public colleges and universities. Of course, further analysis of the data may find important differences among faculty from the various vocational education programs areas, types of institutions, and administrative structures.

These data are intended to provide information from which to launch more specific and informed studies and possibly to guide policy-and decision-making about vocational teacher education. They are part of a larger data base being established about vocational teacher education. Findings from these data will not guide decision-makers with answers to "what works" in vocational teacher education, nor will they translate into detailed courses of action for vocational teacher education. Hopefully, the data and information will initiate a framework from which future research efforts can be launched that will improve and strengthen the role and effectiveness of vocational teacher education. Study and analysis will foster a better understanding of the complexities of vocational teacher educators' professional responsibilities on college and university campuses as interrelated with their service to vocational education (e.g., in itinerant teacher education, with inservice education, in public schools and community colleges, with state departments of education, etc.). Supported with good information and data, policy makers and vocational teacher educators can then begin to reform meaningfully their vocational teacher education programs.